

ORIGINAL RESEARCH

The effect of educational workshop on educational and informational skills of nurses in hospitals of Zahedan University of Medical Sciences, 2014

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Abstract

Background & Aims: Providing qualified care service with proper education and information for clients is promising. Nurses are the primary providers of most health cares in the health system and they have a considerable power to affect the quality of health care. The purpose of this study is to assess the effect of educational workshop on educational and informational skills of nurses working in hospitals in Zahedan University of Medical Sciences.

Materials & Methods: This research was conducted as semi-empirical with control group in April-May 2014. Samples included 181 nurses working in hospitals in Zahedan University of Medical Sciences. They were selected by random sampling from the list of nursing staffs in nursing office of alilbn Abi Talib (98) and Khatam (83) hospitals. Questionnaire was developed based on expected skills for patient education. To determine the validity of the questionnaire, it was given to 8 experts and CVR and CVI were obtained as 0.93 and 0.89 and for reliability the Cronbach's alpha was 0.86. After the data collection phase, a workshop was held and after waiting two months, data was recollected.

Results: The intervention increased scores of nurses, Informational skills 8% and educational skills 24%.

Conclusion: Educational and informational skills, which are important factors in improving the quality of services delivery, can increase through effective educational interventions.

Key words: Educational, Workshop, Informational, Skill, Nurses

Introduction

Training a patient is one of the important aspect of nursery cares and key roles of nurses in providing health and treatment services (1). Various factors increase the necessity of training patient including preventing illnesses, its return, improving life quality, assuring cares continuity, reducing patient anxiety, increasing patient participation in care plans and patient independence in performing daily activities (2). Studies illustrate that patients who receive treatment information from service providers, are meaningfully more satisfied of provided services (3). On the other hand, patient training is generally an action with completely sensible economic justification. On average, for each dollar which is invested in training patient, we will save 3-4 dollars (4). Education necessitates using predicted plans which improves qualifications of personnel, leads to acquisition of knowledge, skill and abilities by them and facilitates the job performance improvement (5). Nurses constitute the biggest group, which provides health, and treatment services and they are a considerable workforce, which can affect the quality of health and treatment services (6). Art of nursery includes understanding the meaning of treating patient, establishing a meaningful relationship with patient, skilfully performing nursery interventions, sound determination of an appropriate way for nursery and its moral guidance (7). Effective performance needs skills and belief in ability for doing things. Managing changing ambiguous, unpredictable and challenging circumstances necessitates having multiple skills (8). Investigation and recognition of educational needs is a prerequisite for a successful educational system. Usually, this is the first step in ensuring effectiveness of educational plans and improvement of skilled and professional forces. One of the important issues is explanation of the necessity and significance of educational planning (9, 10). Zahedan as the center of Sistan and Baluchistan province accepts a lot of patients who visit two big hospitals of the city in which a lot of personnel work. Therefore, this study investigates the educational skills and awareness of nurses of hospitals of Zahedan University of Medical Sciences, so it can provide in-service

educational planning in order to empower the personnel and improve the quality of services.

Materials and Methods

This research was performed as semi-empirical with control group in April-May 2014. The participants include nurses working in public hospitals of Zahedan city. The sample of this study, according to the formula of initial volume of the sample, covers 200 out of 537 nurses of two hospitals of the Zahedan University of Medical Sciences from which finally 181 nurses took part in research. Participants filled out the sample of conscious participation form of the research and answered the questionnaire. Questionnaire used was developed based on expected communicational skills in patient education and included demographic and 23 educational and 7 informational skills questions. Responses were multiple choices. To determine the validity of the questionnaire, it was given to 8 experts and CVR and CVI were obtained as 0.93 and 0.89. To determine the reliability of it, questionnaire was given to 15 nurses of Bu Ali hospital who were not participants of the research and Cronbach Alpha coefficient was 0.86. Educational content was prepared and planned according to the analyzed information of the first step to meet educational needs. The intervention group participated in a 4-hour educational workshop regarding communication skills and at the end of the session, a discussion was provided for nurses. Educational booklet was developed in accordance with the educational content of the session and was presented to participants after workshop. Two months after the educational workshop, intervention and control groups answered the questionnaire. Furthermore, after educational intervention (based on moral basis), control group also got the booklet. Finally data was analyzed by SPSS 16 software.

Results

In this research, 83 female nurses of Khatam hospital were studied as intervention group and 98 female nurses of Imam Ali Hospital as control group.

As it is mentioned in table 1, in both groups, about half of the studied people were within 30-39 ages. Average age of the nurses was 35 years and there was no meaningful difference

between groups (34.25 ± 6.63 years for intervention group compared to 35.01 ± 6.75 years for control group). About two third of participants of the study were married (77.1% in intervention and 73.5% in control) and chi-square test showed no meaningful difference in marital status of groups. With regard to the years of service, both groups were the same. Average record of the employment was 9.79 ± 6.82 years for intervention group and 10.37 ± 7.30 years for control group.

Table 1: Distribution of age, marital status and years of service according to group.

Groups	Demographic information	Test		Control	
		Frequency	Percent	Frequency	Percent
	20-29 years	23	27.7	24	24.5
	30-39 years	39	47	45	45.9
	More than 40 years	21	25.3	29	29.6
	Chi-square=13.6 df= 25 p=0.97				
	Single	16	19.27	22	22.4
	Married	64	77.1	72	73.5
	Divorced or widowed	3	3.6	4	4.1
	Chi-square= 0.087 df= 3 p=0.99				
	Under 5 years	25	30.5	28	28.6
	5-9 years	17	19.5	17	17.3
	More than 10 years	41	50	53	54.1
	Chi-square= 7.54 df= 22 p=0.99				

As you can see at table 2, both groups gained about 50% of educational skill before intervention and this score significantly increased after intervention (24%, 6.4 scores). In contrast, there was no significant change in control group. Statistical t-test showed meaningful difference in changes of educational skills of test group nurses compared to control group (6.4 ± 3.48 increase in score compared to 0.08 ± 0.37).

Table 2: Comparison of the average score of pre-intervention and post-intervention educational skills

Educational skills Groups	Total Score of questions of educational skills	Before intervention		After intervention		The changes	
		The mean and standard deviation	Percent of the total score	The mean and standard deviation	Percent of the total score	The mean and standard deviation	Percent increase in the score
Test	26	12.90±4.29	49.6	19.31±2.62	74.26	6.40±3.48	24.6
Control	26	14.09±5.43	54.2	14.17±5.41	54.5	0.37±0.08	0.3
P-values for comparison of changes in the two study groups		p=0.008 df=179 t=7.89					

According to table 3 before intervention, scores of people was half of the overall score of need assessment. After intervention, these scores improved considerably (25.7%, 2.57 scores). In contrast, there was no significant

change in control group. Statistical t-test shows a meaningful difference in scores of need assessment skills of nurses in test group compared to that of control group (2.57 ± 2.46 increase in scores compared to 0.03 ± 0.73).

Table 3: Comparison of scores of need assessment before and after intervention in both groups

Need assessment The changes	Total Score of questions of need assessment	Before intervention		After intervention		The changes	
		The mean and standard deviation	Percent increase in the score	The mean and standard deviation	Percent of the total score	The mean and standard deviation	Percent increase in the score
Test	10	5.20±2.27	52	7.78±1.21	77.8	2.57±2.46	25.7
Control	10	5.89±2.11	58.9	5.86±2.08	58.6	0.73±0.03	0.3
p-values for comparison of changes in the two study groups		P=0.0001 df=179 t=9.96					

According to table 4 before intervention, scores of people was 23% score of educational planning. After intervention, these scores improved considerably (25.7%, 2.57 scores). In contrast, there was no significant change in control group. Statistical t-test shows a meaningful difference in scores of educational planning skills of nurses in test group compared to that of control group (2.57 ± 1.72 increase in scores compared to 0.09 ± 0.81).

Table 4: Comparison of average scores of educational planning skills before and after intervention in both groups

Educational planning The changes	Total Score of questions of need assessment	Before intervention		After intervention		The changes	
		The mean and standard deviation	Percent increase in the score	The mean and standard deviation	Percent of the total score	The mean and standard deviation	Percent increase in the score
Test	10	2.39±2.11	23.9	4.97±1.96	49.7	±1.72 2.57	25.7
Control	10	±1.96 2.33	23.3	2.24 ±1.95	22.4	±0.81 0.09	0.9
P-values for comparison of changes in the two study groups		t=13.63 p <0.0001 df=179					

According to table 5 before intervention, scores of people was about 80% of the overall score of information skills. After intervention, these scores improved considerably (8.1%, 2.81 scores). In contrast, there was no significant change in control group. Statistical t-test shows a meaningful difference in scores of information skills of nurses in test group compared to that of control group (2.12 ± 2.81 increase in scores compared to 0.02 ± 0.35).

Table 5: Comparison of average scores of informational skills before and after intervention in both groups

Informational skills Groups	Total Score of questions of informational skills	Before intervention		After intervention		The changes	
		The mean and standard deviation	Percent increase in the score	The mean and standard deviation	Percent of the total score	The mean and standard deviation	Percent increase in the score
Test	28	22.80±3.21	81.42	25.62±1.76	91.5	2.81±2.12	8.1
Control	28	22.93±3.10	81.89	22.91±3.10	81.28	0.35±0.02	0.0000007
P-values for comparison of changes in the two study groups		p < 0.0001 df=179 t=13.02					

Discussion

Results show that in educational skills, trainings performed on educational skills and its subgroups including need assessment and educational planning of nurses is effective for test group so that after training, scores of these groups increased considerably (24%, 6.4 scores). In contrast, in control group, there were no significant changes. Soheyli et al. studied the effect of educational workshops of Tehran University of Medical Sciences, educational capacity of faculties and found out the contribution of training to promotion of educational skills of people. According to their results, the best educational method among 7 methods is training workshop and 38.7% consider workshop as long as 1-3 days. Moreover, 76% recommend morning as the best time for holding sessions and summer as the best season. Learning in adults is affected by demand for learning and investigated faculties consider attending training workshops and sessions compatible with needs as a step toward improving educational capacities and quality of the university (11). Sabbaghyan et al. investigated the effect of educational workshops and their results revealed that educational workshops increase job motivations and positively affect utilization of educational technologies in classroom. Educational workshops lead to improvement of research skills in participants. Furthermore, the results in improving educational skills including group discussions, preparation of subject plan and active teaching methods in participant. According to results stated above, in general, educational workshops are of enough effectiveness (12). Results of present work are in agreement with following studies and show the necessity of need assessment. Dyson et al. performed a research in a bid to evaluate the educational need of nurses of New Zealand ICU (2009). All qualified nurses and also managers, experts and professors of nursery division took part in this research. Investigations were performed to evaluate learning needs and recognition of some of educational need necessary for nurses of ICU. Results demonstrated the significant differences in heads of nursery and other nurses. According to results, researcher encouraged managers to better train nurses in various educational skills

and need assessment (especially in ICU) (13). In assessment of need of social workers of health centers in the health and treatment of Isfahan province, Asghari et al. showed that the most preferred educational need in networks includes health and life skills training, non-contagious illnesses, contagious illnesses, nutrition and drugs, environmental health, professional health, mouth and teeth health (14). According to above results and that of present work, it can be said that education affects promotion and improvement of educational skills and this skills must be taken into account in various educational courses held for nurses. As results show, educational intervention, could improve information skills of the nurses in control group and scores gained after intervention, increased significantly (8.1%, 2.81 scores). In contrast, there was no considerable change in control group. In semi-empirical study of Baghyani Moghaddam, effect of educational SMSs prepared based on the model of health belief on the measures taken for self-care in type II diabetes was studied. Results revealed that there was no meaningful difference in demographic variables, awareness scores, self-care behaviors and components of health belief model among control and test groups. However, after intervention, investigates variables in test group had meaningful increases and there was meaningful differences between groups. Results of the study showed the usefulness of educational messages in taking adequate measures for self-care behaviors by diabetes patients (15).

Conclusion

According to findings of research noted above as well as present research, it can be claimed that even short term educational workshop is able to promote educational and informational skills of nurses that can increase patient satisfaction and wellbeing.

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Conflict of interest

Authors declare no conflict of interest.

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